

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Carolina High and Academy
Principal: Anthony Holland

District: Greenville County
Superintendent: Phinnizie Fisher

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

The following information must be included in the rationale:

- **Summary of demographic information from 2007 School Report Card**
 - **School Profile (students, teachers, school)**
 - **Population diversity (refer to Performance of Student Groups)**
 - **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format**
 - **Test Data (PACT/HSAP/EOCEP Exams)**
 - **Graduation rate (if applicable)**
 - **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

Summary of Demographic Information

School Profile – students and school

Carolina High School and Academy (CHS) serves 689 students from various regions of Greenville County located in upstate South Carolina. Two District-wide magnet programs in the engineering and health occupation programs of study are housed on the Carolina Campus. One hundred students participate in the Academy programs. Sixty-two percent of the student body is African American, twenty-six percent is Caucasian, ten percent is Hispanic, and two percent come from other ethnic backgrounds. A majority, seventy-four percent, of the students are on free and reduced lunch. Carolina serves one hundred fifty-seven (157) special education students which comprise twenty-two percent of the student body. The chart below shows a three-year trend in our ethnicity data.

Student Ethnicity Data

	05/06	06/07	07/08
AF AM	378	418	433
ASIAN	3	2	3
CAUC	165	146	172
HISP	69	58	71
TOTAL	615	626	689

Our Free and Reduced Lunch counts have increased over the last few years. We have moved from 69% in 04-05 to 74% this school year.

Free and Reduced Lunch Data

04/05	05/06	06/07	07/08
69%	74%	72%	74%

School Profile—Professional Staff

Greenville County School District generously staffs Carolina High School with professional educators beyond the defined minimum requirements. In addition to the principal, three assistant principals and a magnet academy director comprise the administrative team. In addition, the Director of Freshman Academy will be a new administrative position in 2009. The District provides a curriculum resource teacher (CRT), two guidance counselors and a career specialist. There are 54 teachers who provide direct classroom instruction, and we have one media specialist. Currently, with our Alternative Technical Assistance funds, we have a 1.0 science specialist, 0.66 math and 1.0 special education District Instructional Facilitators, and a 1.0 English coach. The following charts display the professional staff educational level, total years of experience, and years at CHS.

Professional Staff Profile Data Charts

Educational Level

	Bachelors Degree	Bachelors Degree + 18 Hours	Master's Degree	Master's Degree + 30 Hours	Doctor's Degree
Administrators		1		5	
Instructional Support Facilitators		1	2	1	
Teachers	27	1	21	2	3

Total Years of Experience

	1-5 Years	6-10 Years	11-15 Years	16-20 Years	21+ Years
Administrators	1	1		1	3
Instructional Support Facilitators		2	1		1
Teachers	14	10	11	8	11

Years of Experience at Carolina High

	1-5 Years	6-10 Years	11-15 Years	16-20 Years	21+ Years
Administrators	3	2	1		
Instructional Support Facilitators	4				
Teachers	36	7	4	5	2

Analysis of School Report Card Data

The 2004 School Report Card had an absolute rating of *average* and an improvement rating of *average*; however, the most recent report card, 2007, shows an absolute rating of *unsatisfactory* and an improvement rating of *excellent*. Although we are pleased with our improvement rating, this downward trend in our absolute rating is a major concern.

Report Card Ratings

	2005	2006	2007
ABSOLUTE	UNSAT	UNSAT	UNSAT
IMPROVEMENT	UNSAT	UNSAT	EXCELLENT

The following table shows the percentage the school earned in each criterion contributing to the overall absolute rating for the past three years. The decline in both longitudinal and graduation rate reflects an increase in Carolina's dropout rate which is a major concern. Therefore, implementing school-wide strategies to decrease the number of students leaving without earning a diploma has become a priority.

Absolute Rating Criterion Chart

Criterion	2005	2006	2007
Longitudinal Exit Exam Passage Rate (30%)	92.2%	77.4%	74.8%
First-Attempt HSAP Passage Rate (20%)	46.1%	52.5%	60.7%
% Scoring 70 or Above on End-of-Course Tests (20%)	N/A	N/A	48.2%
Graduation Rate (30%)	60.5%	49.1%	41.8%

A breakdown of Performance by Student Groups on our 2007 School Report Card supplied us with additional data; as the chart below indicates, achievement gaps exist among ethnic groups, gender groups, and free and reduced lunch students. Our HSAP math achievement is significantly lower than HSAP ELA achievement in all groups which indicates that the math curriculum needs to include an intensive review of the HSAP math standards which started this year and will continue in 2009. In addition, we are addressing the gaps among ethnic and gender groups in our Operation Success classes. We will refine and continue this program in 2009, gathering specific performance data on each group throughout the year to determine our success.

2007 School Report Card Performance by Student Groups

	First-Attempt Exit Exam Passage Rate		Longitudinal Exit Exam Passage Rate	% Scoring 70 or Above on End-of- Course Tests	Graduation Rate
All Students	60.3%		74.8%	48.2%	41.8%
	ELA	MATH			
Male	71.4%	64.3%	68.1%	47.6%	30.5%
Female	81.0%	61.9%	81.3%	48.9%	51.6%
White	93.0%	86.0%	71.1%	67.2%	36.7%
African American	73.6%	54.7%	74.5%	42.6%	44.6%
Asian/Pacific Islander	NA	NA	NA	NA	NA
Hispanic	50.0%	55.6%	86.7%	33.0%	37.5%
American Indian/Alaskan	NA	NA	NA	NA	NA
Disabilities Other Than Speech	30.0%	22.5%	17.9%	20.3%	9.1%
Subsidized Meals	72.1%	58.9%	71.4%	45.0%	39.3%

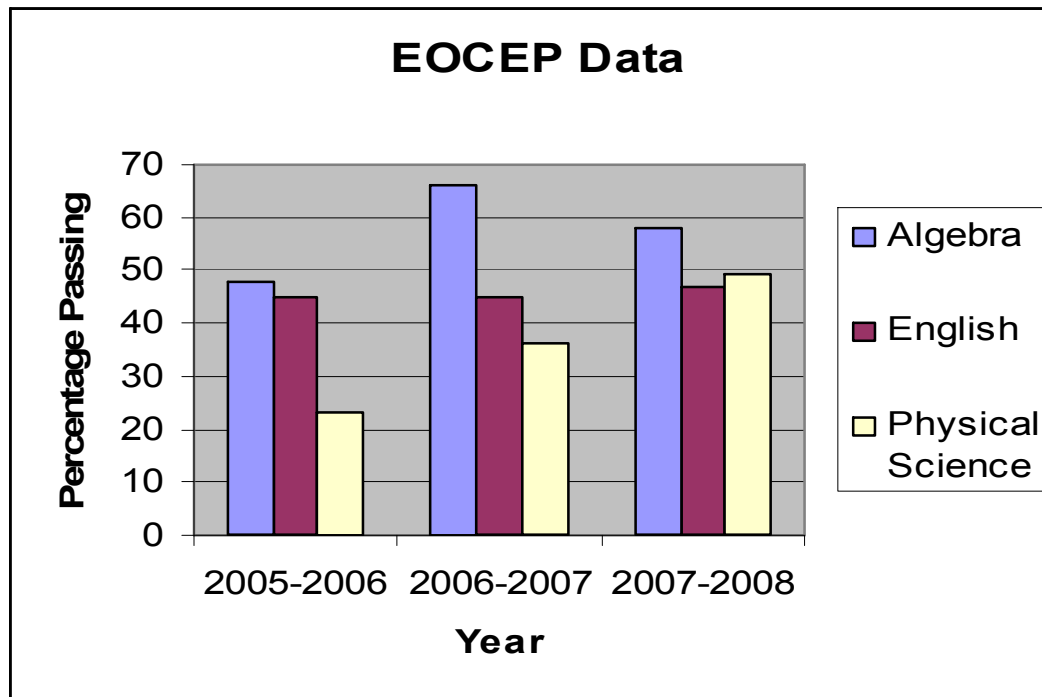
Development of the Focused School Renewal Plan

To set goals for the 2009 school year, we examined our 2008 FSRP ERT Review feedback and our status in each of the four absolute performance criteria. As recommended by the ERT Review feedback, we will again focus on increasing end-of-course and first-attempt passing rates. In addition, we will focus on increasing our 2009 graduation rate, implementing across grade level strategies to decrease our dropout rate. Students leaving CHS before graduation negatively impact our longitudinal rate to the point that we can only expect the minimum absolute rate point value in calculating expected progress. However, if we increase our passing rate of end-of-course tests to 75%, achieving a .8 rating; increase our passing rate of first-attempt HSAP to 65%, achieving a 1.0 rating; and increase the graduation rate to 62.2%, achieving a .9 rating, we will meet expected progress. These absolute rating criterion points added to the .3 longitudinal rating will equal a 3.0 absolute rating which exceeds the 2.9 expected progress rating required. Based on this data, our goals for the design of this FSRP are as follows:

- By April 1, 2009, at least sixty-five percent (65%) of the First-Attempt-HSAP (FAH) students will demonstrate an achievement level of 76% or higher on each simulated USA Test Prep ELA and mathematics HSAP tests.
- By April 1, 2009, at least seventy-five (75%) of students who have completed or are enrolled in EOCEP classes will have demonstrated an achievement level, as measured by on-target scores on either USA Test Prep simulated benchmark tests taken prior to March 1 or as measured by passing end-of-course exams taken in December, 2008.
- By April 1, 2009, 62.2% of fourth-year students at 9th grade entrance 2006 (9GR6) will be enrolled in all the courses required to graduate or to be on target for grade level promotion and passing those courses, as indicated on transcripts the 2nd semester 3rd quarter progress report.

Measuring Progress

To measure our satisfactory implementation progress, we needed instruments that would require the least instructional time, give timely reliable feedback, and be aligned with the standards. After much deliberation, investigation, and debate, we chose to continue to use the USA Test Prep computerized assessment program in conjunction with HSAP writing assessments to measure our progress. The USA Test Prep program is aligned with the SC standards in both ELA and math. It provides sample HSAP and EOCEP tests that are aligned with the SC standards. It also includes extensive teaching tools and remediation prescriptions for each student based on their academic needs. All of the grading and analysis information is computerized which saves valuable instructional time and gives teachers immediate information on which to base needed changes in the curriculum or instructional strategies. The graph below shows the improvement in EOCEP scores this year after piloting the USA Test Prep program in math and science. We will be monitoring student academic performance on these tests by comparing it to previous PACT and MAP performance data that are correlated to HSAP and EOCEP to validate our data. In addition to the USA program, we will use simulated HSAP writing samples from the students. These samples will be scored with the HSAP writing rubric. We feel that our chosen measurement instruments will give us valid measures of satisfactory implementation of our FSRP. We will use current HSAP, PACT, MAP, and USA Test Prep data to make predictions for passing in 2009.



Both HSAP and EOCEP progress will be measured by USA Test Prep benchmark tests with target achievement based on the number of instructional days prior to the March benchmark and a passing score on the final tests. Based on previous results, we have noticed a correlation between students who score 70 on the USA Test Prep HSAP tests or the EOCEP exams and students that passed the actual tests. During the FSRP process this year we learned that by setting benchmark scores as step targets, we can monitor our progress, make adjustments in our curriculum, and better identify the needs of our students. The following charts illustrate our step target dates and goals.

Benchmarks Targets for HSAP

BY	Benchmark	Expected Score
September 5	Baseline	NA
November 21	Benchmark I	45
March 6	Benchmark II	84

Addendum: Benchmark dates have been changed due to the change in due date to April 1, 2009

Benchmarks Targets for EOCEP

First Semester		
BY	Benchmark	*Expected Score
August 29	Baseline	NA
October 10	Benchmark I	35
December 5	Benchmark II	70
Second Semester		
BY	Benchmark	*Expected Score
January 26	Baseline	NA
February 27	Benchmark I	29
May 1	Benchmark II	70

*Based on 80% mastery

Summary of Process and Narrative of Selected Goals

Throughout this FSRP process, the principal and/or leadership team has sought input from the teachers, students, and School Improvement Council (SIC) members. In planning our strategies and activities, we revisited our *High Schools That Work (HSTW)* ten key practices and the 90-90-90 (90% minority, 90% poverty, 90% academic performance at or above grade level) schools research. Both of these initiatives promote strategies that are research based and are relevant to schools like ours. We wanted our FSRP strategies to align with our HSTW plan, renewal plan, Southern Association of Colleges and Schools (SACS) plan and to meet the external review requirements. Therefore we adapted strategies from those initiatives that would have the most immediate impact on student achievement. The teachers indicated that school-wide staff development should be continued in effectively using data analysis and assessments as learning tools and effectively engaging in professional collaboration to improve student achievement, which were both cited as effective strategies that would improve academic achievement in *HSTW* and the *90-90-90* research.

In our analysis of the CHS staff and resources, the previous HSAP and EOCEP achievement data, and our use of the USA Test Prep program, we have concluded that our FSRP goals meet the SMART requirements and will guide us toward achieving expected progress. They are focused on the student achievement measures that are aligned with our ultimate HSAP and EOCEP goals. The expected results stated in these goals are essential for us to achieve expected annual progress in 2009. As explained above if we increase our passing rate on end-of-course tests to 75%, achieving a .8 rating; increase our passing rate of first-attempt HSAP to 65%, achieving a 1.0 rating; and increase the graduation rate to 62.2%, achieving a .9 rating, we will meet expected progress. These absolute rating criterion points added to the .3 longitudinal rating will equal a 3.0 absolute rating which exceeds the 2.9 expected progress rating required. With our strong rationale for choosing these goals and by effectively implementing our research based strategies and activities, the research indicates that our students will improve their academic achievement. We are confident, ready and determined to make this Focused School Renewal Plan a reality in our school.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- All information that is pertinent to the implementation of the FSRP
- Testing (MAP, Benchmark, etc.)
- Disaggregation and ongoing utilization of data to guide instruction
- Professional development that needs to be scheduled
- Implementation/monitoring of specific strategies

SCHOOL TIMELINE	
May 2008	5/6 – Set dates and agendas for all 2008 Faculty and Planning Period Meetings
JUNE 2008	6/1- 6/30 Schedule students into APEX classes (3.1.B.) 6/1-6/30 - Double block core courses for students who are behind (2.2.A) (3.1.C.)
JULY 2008	7/1-7/31 Schedule students into Twilight School (3.1.A.) 7/TBD - Differentiated Instructional Strategy Planning Team Meeting (calendar, speakers) (2.1.D) (3.2.C)
AUGUST 2008	8/14 – Goal Setting Staff Development- Setting Teacher Goals, Setting Student goals for academic and graduation (3.4.C) (P.2.2) 8/14 – Working Together in Effective Collaborative Teams (2.1.C) (3.2.A) Developing common course syllabi and pacing guides 8/15 – Utilizing Assessment Data to Individualize Instruction (P2.1) 8/19 - Freshman Academy will begin (1.2.B) (3.3.C.) 8/19 – Verify that all students who require double blocking have been scheduled (3.1.C.) 8/21 - Freshman Academy Teachers will meet (3.2.E.) 8/25-8/29 – EOCEP USA Test Prep pre-test (2.1.E.) Teachers of like course will meet to develop common course syllabi and guides (3.2.A) 8/28 - Freshman Academy Teachers will meet (3.2.E.)
SEPTEMBER 2008	Principal observations with feedback begin 9/2 - Teachers begin to meet with students to review goals for passing (3.1B) 9/2 – 9/5 – HSAP USA Test Prep pre-test (1.1.D.) 9/4 - Freshman Academy Teachers will meet (3.2.E.) 9/8 – Staff Development / Using USA Test Prep Reports (1.1.B.) (2.1.B.)

	<p>9/11 - Freshman Academy Teachers will meet (3.2.E.)</p> <p>9/17 - Staff Development / Conducting Effective Collaborative Meetings (1.1.C.) (2.1.C.)</p> <p>9/17 - Collaborative HSAP/EOCEP teams meet (1.1.A.) (1.2.A)(2.1.A.)</p> <p>9/17 - Department Meetings - Departments will identify/discuss students who are at risk of failing (3.2.D.) Revised EOCEP plans due (2.1.F)</p> <p>9/18 - Freshman Academy Teachers will meet (3.2.E.)</p> <p>9/19 - Student goal setting conferences (2.2.B) (3.3.A) (P2.2)</p> <p>9/23- CARE program begins (1.2.D) (2.2.C)</p> <p>9/25 - Freshman Academy Teachers will meet (3.2.E.)</p> <p>9/25 - Teachers' PAS-T Goals due to administrator (1.2.E) (2.2.D.)</p>
OCTOBER 2008	<p>TBD - PSAT Testing</p> <p>10/2 - Freshman Academy Teachers will meet (3.2.E.)</p> <p>10/6-10/10 - EOCEP Benchmark Test #1 (1.1.B.)</p> <p>10/7 - FSRP Leadership team meeting</p> <p>10/9 - Freshman Academy Teachers will meet (3.2.E.)</p> <p>10/14 - Post Benchmark meeting with EOCEP teachers --Revised EOC plans due (2.1.F)</p> <p>10/15 - Collaborative HSAP/EOCEP teams meet (1.1.A)</p> <p>10/15 - Department Meetings - Departments will identify/discuss students who are at risk of failing (3.2.D.)</p> <p>10/16 - Freshman Academy Teachers will meet (3.2.E.)</p> <p>10/17 - Staff Development - Effective Reading and Writing Strategies (3.4.A.)</p> <p>10/20 - Staff Development - Learning Focus Training (2.1.D.) (3.2.C.)</p> <p>10/21-10/23 - HSAP Exit Exam</p> <p>10/23 - Freshman Academy Teachers will meet (3.2.E.)</p> <p>10/30 - Freshman Academy Teachers will meet (3.2.E.)</p> <p>10/31 - Student goal setting conferences (2.2.B, 3.3.A, P2.2)</p>
NOVEMBER 2008	<p>11/5 - FSRP Leadership team meeting</p> <p>11/6 - Freshman Academy Teachers will meet (3.2.E.)</p> <p>11/13 - Freshman Academy Teachers will meet (3.2.E.)</p> <p>11/17 - 11/21 - HSAP Benchmark Test #1 (1.1.D)</p> <p>11/19 - Collaborative HSAP/EOCEP teams meet (1.1.A)</p> <p>11/19 - Department Meetings - Departments will identify/discuss students who are at risk of failing (3.2.D.)</p> <p>11/20 - Freshman Academy Teachers will meet (3.2.E.)</p>

DECEMBER 2008	12/1 – 12/5 – EOCEP Benchmark Test #2 (2.1.A) 12/2 - FSRP Leadership team meeting 12/4 - Freshman Academy Teachers will meet (3.2.E.) 12/5 - Student goal setting conferences (2.2.B, 3.3.A, P2.2) 12/11 - Freshman Academy Teachers will meet (3.2.E.) 12/17 - Collaborative HSAP/EOCEP teams meet (1.1.A) 12/17 – Department Meetings – Departments will identify/discuss students who are at risk of failing and EOCEP Benchmark Data(3.2.D.) 12/18 - Freshman Academy Teachers will meet (3.2.E.) 12/15-12/19 – EOCEP Testing
JANUARY 2009	1/14 - Collaborative HSAP/EOCEP teams meet (1.1.A) 1/14–1/26- EOCEP students baseline tested (2.1.E) 1/15 - Freshman Academy Teachers will meet (3.2.E.) 1/21 – Report of first semester student progress in Twilight School and APEX 1/22 - Freshman Academy Teachers will meet (3.2.E.) 1/23 - Student goal setting conferences (2.2.B, 3.3.A, P2.2) 1/27 – Operation Success Begins (1.2.B.) 1/29 - Freshman Academy Teachers will meet (3.2.E.) 1/29 - Teachers’ PAS-T Goals due to administrator (2.2.D.)
FEBRUARY 2009	2/5 - Freshman Academy Teachers will meet (3.2.E.) 2/11 – Staff Development – Effective Reading and Writing Strategies (3.4.A.) 2/12 - Freshman Academy Teachers will meet (3.2.E.) 2/18 - Collaborative HSAP/EOCEP teams meet (1.1.A) 2/18 – Department Meetings – Departments will identify/discuss students who are at risk of failing (3.2.D.) 2/19 - Freshman Academy Teachers will meet (3.2.E.) 2/20 - Student goal setting conferences (2.2.B, 3.3.A, P2.2) 2/23-2/27- EOCEP Benchmark Test #1 (2.1.E) 2/26 - Freshman Academy Teachers will meet (3.2.E.)
MARCH 2009	3/1–3/14 - Students will be pre-registered for classes needed to be on target for graduation (3.1.D.) 3/2– 3/6 – HSAP Benchmark Test #2(1.1.B.) 3/4 - EOCEP post benchmark meeting -Revised EOC plans due (2.1.F) 3/5 - Freshman Academy Teachers will meet (3.2.E.) 3/12 - Freshman Academy Teachers will meet (3.2.E.)

	3/18 - Collaborative HSAP/EOCEP teams meet (1.1.A) 3/18 – Department Meetings – Departments will identify/discuss students who are at risk of failing (3.2.D.) 3/19 - Freshman Academy Teachers will meet (3.2.E.) 3/25 - Freshman Academy Teachers will meet (3.2.E.)
APRIL 2009	4/2 Freshman Academy Teachers will meet (3.2.E.) 4/3 - Student goal setting conferences (2.2.B, 3.3.A, P2.2) 4/16 - Freshman Academy Teachers will meet (3.2.E.) 4/21-4/23 – HSAP Exit Exam Testing 4/22 - Collaborative HSAP/EOCEP teams meet (1.1.A) 4/22 – Department Meetings – Departments will identify/discuss students who are at risk of failing (3.2.D.) 4/23 - Freshman Academy Teachers will meet (3.2.E.) 4/27 – May 1 – EOCEP Benchmark Test #2 (2.1.E.) 4/30 - Freshman Academy Teachers will meet (3.2.E.)
MAY 2009	5/6 - EOCEP post benchmark meeting -Revised EOC plans due (2.1.F) 5/7 - Freshman Academy Teachers will meet (3.2.E.) 5/8 - Student goal setting conferences (2.2.B, 3.3.A, P2.2) 5/13 – Department Meetings – Departments will identify/discuss students who are at risk of failing (3.2.D.) 5/14 - Freshman Academy Teachers will meet (3.2.E.) 5/18 – 5/22 – EOCEP Testing 5/21 - Freshman Academy Teachers will meet (3.2.E.) 5/28 - Freshman Academy Teachers will meet (3.2.E.)

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1:

By April 1, 2009, at least sixty-five percent (65%) of the First-Attempt-HSAP (FAH) students will demonstrate an achievement level of 76% or higher on each simulated USA Test Prep ELA and mathematics HSAP tests.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1.1 All ELA and Math HSAP teachers and instructional staff will use data (USA Test Prep, mock HSAP test, and MAP data) to monitor student progress and to make instructional decisions to increase student achievement.			USA Test Prep HSAP Benchmark data will provide evidence of the effectiveness of this strategy.
<ul style="list-style-type: none"> 1.1.A. Establish collaborative HSAP ELA and math teacher teams that meet and analyze data (mock HSAP tests, MAP, and USA Test Prep) and plan instruction based on findings. 	Lynch	August 2008	<ul style="list-style-type: none"> Team rosters and attendance logs will provide evidence that ELA and math HSAP teachers of First Attempt HSAP (FAH) students meet in collaborative teams after each benchmark test (September, November, March) (Lynch). Quarterly collaborative team meeting agendas and meeting notes will provide evidence that these meetings are focused on improving student achievement (Cain, Stofega, and Delaney). The CRT will meet during the quarterly collaborative team meetings with the FAH teachers to assist them in effectively using the benchmark data to make and to implement

			individualized plans (Littlejohn).
<ul style="list-style-type: none"> 1.1.B. Provide professional development/training on interpretation of MAP and USA Test Prep reports to target and address student weaknesses. 	Delaney & Littlejohn	<p>August 2008</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Staff development will be completed by October 31, 2008. Participation documentation will provide evidence that all FAH teachers received this training (Littlejohn). Individualized plans for student achievement, based on benchmark data, will be available for review (Littlejohn, Lynch). Unit plans will be reviewed bi-weekly for evidence that teachers have specific plans to use the individualized plans. A unit plan rubric will be used to review the plans and provide teachers with feedback (Littlejohn, Lynch). Bi-weekly observations will provide evidence that FAH teachers are utilizing the individualized plans to provide the instruction that will help each student improve his/her areas of weakness. District approved observation instruments will be used to document the observations and to provide feedback to the teachers (Lynch, Cain, Delaney, and Stofega). Weekly follow up sessions will be provided to the FAH teachers who demonstrate a need for assistance in effectively implementing individualized plans (Lynch). By October 31, 2008, a follow up survey will provide information for the need for additional training (Delaney, Littlejohn).
<ul style="list-style-type: none"> 1.1.C. Provide professional development/training on how to conduct effective collaborative instructional team meetings that are focused on increasing student achievement. 	Talley	<p>September 2008</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Professional Development calendar and participant rosters will provide evidence that the FAH teachers received training (Littlejohn). By October 31, 2008, a follow up survey will provide information for the need for additional training (Talley). Evidence collected in 1.1.A and 1.1.B will provide evidence of effective team collaboration

			(Delaney, Cain, Littlejohn, Lynch, and Stofega).
<ul style="list-style-type: none"> 1.1.D. HSAP USA Test Prep pre-test and two benchmark tests will be administered to all FAH students. 	Lynch	September 2008 Ongoing	<ul style="list-style-type: none"> Roster of FAH students and their ELA and math scores will provide evidence of USA Test Prep testing (Delaney). A comparison of the pre-test data from September 2008 and benchmark test data from November 2008 and March 2009 will be included in the FAH teachers' PAS-T portfolios (Littlejohn). Evidence collected in 1.1.A and 1.1.B will provide evidence of effective use of the data (Delaney, Cain, Littlejohn, Lynch, and Stofega).
<ul style="list-style-type: none"> 1.1.E. Continue supporting instructional support staff for both ELA and math departments. 	Holland	August 2008	<ul style="list-style-type: none"> Budget line item will provide evidence that instructional support staff is provided for both ELA and math departments (Holland). Evidence collected in 1.1.A and 1.1.B will provide evidence of this additional support (Delaney, Cain, Littlejohn, Lynch, and Stofega).
1.2. Create an atmosphere of High Expectations that emphasizes the importance of passing HSAP tests on the first attempt.			HSAP benchmark data will demonstrate the effectiveness of this strategy.
<ul style="list-style-type: none"> 1.2.A. USA Test Prep and MAP scores will be analyzed to predict FAH students' needs in relation to passing the HSAP and for appropriate Operation Success placement. 	Delaney & Littlejohn	September 2008	<ul style="list-style-type: none"> The Operation Success rosters will provide evidence that FAH students are receiving instruction to pass HSAP based on their needs as identified by USA Test Prep and MAP data. These rosters will be finalized prior to the first Operation Success session in January (Littlejohn). ELA and Math Department Chairs will design monthly session plans that address identified areas of weakness in ELA and math skills of the FAH students (Cain, Delaney).

<ul style="list-style-type: none"> 1.2.B. Provide HSAP skills instructional sessions (Operation Success) during the school day. 	Holland	January 2009 thru April 2009	<ul style="list-style-type: none"> The Master Schedule will provide evidence that FAH students are receiving HSAP skills instructional sessions during the school day twice a week (Delaney). March ELA and math HSAP USA Test Prep benchmark results will provide a measure of effectiveness (Delaney, Littlejohn). Surveys of OS teachers and FAH students will provide feedback for improvement (Delaney). <p>Addendum: Operation Success is being moved to January to allow time for data to be properly collected.</p>
<ul style="list-style-type: none"> 1.2.C. Hold individual goal-setting conferences with each FAH student to review grades, tests scores, and HSAP projections to set goals and plan for improvement. 	Talley	September 2008 Ongoing	<ul style="list-style-type: none"> Individualized goal conference sheets will provide evidence that goal FAH students have set goals (Jones). Quarterly goal setting conference agendas will provide evidence that FAH students are reviewing grades, test scores, and HSAP data to set goals and make plans for improvement (Jones).
<ul style="list-style-type: none"> 1.2.D. Provide after school HSAP test prep sessions in the CARE program. 	Talley	September 2008	<ul style="list-style-type: none"> CARE rosters will provide evidence of the after school ELA and math HSAP test prep sessions (Green). Students needing extra assistance will be identified and notified (Whole Faculty).
<ul style="list-style-type: none"> 1.2.E. Require that HSAP math and ELA teachers have PAS-T goals that support the FSRP. 	Lynch	September 2008	<ul style="list-style-type: none"> PAS-T goal sheets will be included in the portfolios of ELA and math teachers who teach FAH students (Littlejohn). Administrator/teacher conference notes of ELA and math teachers who teach FAH students will reflect that goals have been met (Lynch).

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 2:

By April 1, 2009, at least seventy-five (75%) of students who have completed or are enrolled in EOCEP classes will have demonstrated a passing score as measured by on-target scores on either USA Test Prep simulated benchmark tests taken prior to April 1 or as measured by passing end-of-course exams taken in December 2008.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
2.1 All ELA and Math EOCEP teachers and instructional staff will use data (common assessments, USA Test Prep, mock EOCEP test, MAP data) to monitor student progress and to make instructional decisions to increase student achievement.			EOCEP benchmark data and first semester EOCEP data will provide evidence of the effectiveness of this strategy.
<ul style="list-style-type: none"> 2.1.A. Establish collaborative subject specific teacher teams that meet and analyze data (common assessments, mock EOCEP tests, MAP, and USA Test Prep) and plan instruction based on the information. 	Lynch	August 2008 Ongoing	<ul style="list-style-type: none"> Team rosters and attendance logs will provide evidence that ELA and math teachers of EOCEP students meet in collaborative teams after each benchmark test (August, October, December, January, February, May) (Lynch). Bi-monthly collaborative team meeting agendas and meeting notes will provide

			<p>evidence that these meetings are focused on improving student achievement (Cain, Stofega, Delaney, Carmel, and Littlejohn).</p> <ul style="list-style-type: none"> The CRT will meet during the bi-monthly collaborative team meetings with the EOCEP teachers to assist them in effectively using the benchmark data to make and to implement individualized plans (Littlejohn).
<ul style="list-style-type: none"> 2.1.B. Provide professional development/training on interpretation of MAP and USA EOCEP Test Prep reports to target and address student weaknesses. 	<p>Delaney (USA Test Prep) Littlejohn (MAP)</p>	<p>August 2008 Ongoing</p>	<ul style="list-style-type: none"> Staff development will be completed by October 31, 2008. Participation documentation will provide evidence that all EOCEP teachers received this training (Littlejohn). Individualized plans for student achievement, based on benchmark data, will be available for review (Littlejohn, Lynch). Unit plans will be reviewed bi-weekly for evidence that teachers have specific plans to use the individualized plans. A unit plan rubric will be used to review the plans and provide teachers with feedback (Littlejohn, Lynch). Bi-weekly observations will provide evidence that EOCEP teachers are utilizing the individualized plans to provide the instruction that will help each student improve his/her areas of weakness. District approved observation instruments will be used to document the observations and to provide feedback to the teachers (Lynch, Cain, Delaney, and Stofega). Weekly follow up sessions will be provided to the EOCEP teachers who demonstrate a need for assistance in effectively implementing individualized plans (Lynch). By October 31, 2008, a follow up survey

			will provide information for the need for additional training (Delaney, Littlejohn).
<ul style="list-style-type: none"> 2.1.C. Provide professional development/training on how to conduct effective collaborative instructional team meetings that are focused on increasing student achievement. 	Holland	August 2008	<ul style="list-style-type: none"> Professional Development calendar and participant rosters will provide evidence that the EOCEP teachers received training (Littlejohn). By October 31, 2008, a follow up survey will provide information for the need for additional training (Talley). Evidence collected in 2.1.A and 2.1.B will provide evidence of effective team collaboration (Delaney, Cain, Littlejohn, Lynch, and Stofega).
<ul style="list-style-type: none"> 2.1.D. Provide professional development/training on planning and implementing differentiated instructional strategies in each EOCEP class to meet the achievement needs of each student as indicated by his/her test data. 	Lynch	August 2008	<ul style="list-style-type: none"> Staff development will be completed by October 31, 2008. Participation documentation will provide evidence that all EOCEP teachers received this training (Littlejohn). Unit plans will be reviewed bi-weekly for evidence that teachers are using differentiated instructional strategies. A unit plan rubric will be used to review the plans and provide teachers with feedback (Littlejohn, Lynch). Bi-weekly observations will provide evidence that EOCEP teachers are utilizing instructional practices received in the training. District approved observation instruments will be used to document the observations and to provide feedback to the teachers (Lynch, Cain, Delaney, and Stofega). Weekly follow up sessions will be provided to the EOCEP teachers who demonstrate a need for assistance in effectively implementing instructional strategies (Lynch).

			<ul style="list-style-type: none"> By October 31, 2008, a follow up survey will provide information for the need for additional training (Delaney, Littlejohn).
<ul style="list-style-type: none"> 2.1.E. USA Test Prep EOCEP pre-test and 2 benchmark tests will be administered in each EOCEP class according to the previously outlined schedule. 	Delaney	August 2008	<ul style="list-style-type: none"> Roster of EOCEP students and their ELA and math scores will provide evidence of USA Test Prep testing (Delaney). A comparison of the pre-test data from August 2008 and benchmark test data from October 2008 and December 2008 will be included in the EOCEP teachers' PAS-T portfolios (Littlejohn). A comparison of the pre-test data from January 2009 and benchmark test data from February 2009 and May 2009 will be included in the EOCEP teachers' PAS-T portfolios (Littlejohn). Evidence collected in 2.1.A and 2.1.B will provide evidence of effective use of the data (Delaney, Cain, Littlejohn, Lynch, and Stofega).
<ul style="list-style-type: none"> 2.1.F. EOCEP teachers will submit revised instructional plans after each benchmark test that includes specific strategies that will help the students who did not meet step target goals to improve their achievement. 	Lynch	October 2008 Ongoing	<ul style="list-style-type: none"> Revised instructional plans submitted after each benchmark test by EOCEP teachers will provide evidence of specific strategies to help students achieve step target goals (Cain, Stofega, Littlejohn, and Carmel). Bi-weekly observations will provide documentation that teachers are using revised plans to help students. District approved observation instruments will be used to document the observations and to provide feedback to the teachers (Lynch, Cain, Delaney, and Stofega). Weekly follow up sessions will be provided to the EOCEP teachers who demonstrate a need for assistance in effectively implementing revised instructional plans (Lynch).

2.2. Create an atmosphere of High Expectations that emphasizes the importance of passing the EOCEP courses and exams.			Progress and Report Card data will provide evidence of effectiveness of this strategy. EOCEP Benchmark comparison data will provide evidence of effectiveness of this strategy.
<ul style="list-style-type: none"> 2.2.A. Create a master schedule that provides year-long instruction in English and math for those who are identified as needing remediation in order to pass the EOCEP. 	Delaney	June 2008	<ul style="list-style-type: none"> In August, EOCEP Student rosters will provide evidence that those identified as needing year-long ELA and/or math instruction are scheduled accordingly (Jones). Two certified English teachers were hired to teach Freshman Success to integrate the English Accelerated Reading and Accelerated Writing skills throughout the curriculum (Holland).
<ul style="list-style-type: none"> 2.2.B. Hold individual goal-setting conferences with each EOCEP student to review grades, tests scores, and EOCEP projections to set goals and plan for improvement. 	Talley	August 2008 Ongoing	<ul style="list-style-type: none"> Lesson plans and FSRP calendar will provide evidence of EOCEP that goal-setting conferences occurred (Cain, Stofega, Littlejohn, and Carmel). Individualized student goal sheets created after each benchmark test will provide evidence of these conferences (Talley).
<ul style="list-style-type: none"> 2.2.C. Provide after school ELA, math, and science tutoring sessions in the CARE program. 	Talley	September 2008 Ongoing	<ul style="list-style-type: none"> CARE rosters will provide evidence of the after school EOCEP tutoring sessions (Green). Students needing extra assistance will be identified and notified (Talley).
<ul style="list-style-type: none"> 2.2.D. Require that EOCEP teachers have PAS-T goals that support the FSRP. 	Lynch	September 2008	<ul style="list-style-type: none"> PAS-T goal sheets will be included in EOCEP teacher portfolios (Lynch). Administrator/teacher conference notes will reflect that goals have been met (Lynch).
<ul style="list-style-type: none"> 2.2.E. Continue supporting instructional support position for science department. 	Holland	August 2008	<ul style="list-style-type: none"> Budget line item and staff rosters will provide evidence that instructional support personnel are on staff (Holland).

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 3:

By April 1, 2009, 62.2% of fourth-year students will be enrolled in and passing all the courses required to graduate as indicated on their transcripts and 3rd quarter progress reports.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
3.1. The school will provide extra opportunities for students to receive credit.			On-grade-level reports will provide evidence of the effectiveness of this strategy.
<ul style="list-style-type: none"> 3.1.A. Twilight School Guidance Counselors will schedule individual students who will benefit and meet requirements for the program. 	Banning	July 2008 January 2009	<ul style="list-style-type: none"> At the beginning of each semester confirmation of acceptance from Greenville County School District (GCSD) will provide confirmation of 9Gr6 student enrollment (Jones). 9Gr6 Student Conference Notes in August and December will demonstrate that conferences were held (Jones). Final Grade of 9Gr6 students participating in Twilight School will provide evidence that credit was earned (Jones).
<ul style="list-style-type: none"> 3.1.B. APEX Credit Recovery. 	Banning	June 2008 January	<ul style="list-style-type: none"> 9Gr6 student rosters will provide evidence of student enrollment in APEX classes (Cain). Quarterly reports of 9Gr6 student progress in APEX printed by supervisor will provide evidence of student

		2009	<ul style="list-style-type: none"> progress toward recovering credit (Cain). Final APEX Grade will provide evidence that credit was earned by 9Gr6 students (Cain).
<ul style="list-style-type: none"> 3.1.C. Double block core courses for students who are behind. 	Delaney	June 2008 to January 2009	<ul style="list-style-type: none"> New schedules distributed to 9GR6 students will indicate that courses have been double blocked (Jones). Quarterly core subject grades of 9GR6 students who are double blocked will be analyzed to track progress (Jones).
<ul style="list-style-type: none"> 3.1.D. Students will be pre-registered for classes needed to graduate or to be on expected grade level. 	Jones	March 2008 to March 2009	<ul style="list-style-type: none"> Registration forms will provide proof that 9GR6 students are pre-registered in required classes (Seaborn). Guidance counselors' initials verify that course selection is appropriate for graduation or grade level promotion (Seaborn). All students have analyzed their own transcripts to ensure credit accuracy (Whole Faculty). Evidence of indicators in 3.1.C will provide further evidence of implementation (Jones).
3.2 Teachers will work together in collaborative teams to improve course passing rates.			Course passing rate data will provide evidence of the effectiveness of this strategy.
<ul style="list-style-type: none"> 3.2.A. Teachers of like courses will develop and implement common syllabi and/or pacing guides. 	Lynch	August 2008	<ul style="list-style-type: none"> Pacing guides and common syllabi of 9GR6 core subject teachers will be reviewed. A rubric will be used to review the guides and syllabi, and to provide feedback to the teachers (DIFS, Department Chairs). Core subject unit plans of 9GR6 students will be checked bi-weekly to determine the effective use of pacing guides and common syllabi. A Unit plan rubric will be used to check the plans and to provide feedback to the teachers (DIFS, Dept. Chairs). At the end of first quarter, 9GR6 core teachers who demonstrate effective use of pacing guides and common syllabi will be placed on a monthly observation schedule (Talley, Banning, Holland, Lynch, Cain, Delaney). Weekly follow up sessions will be provided to core

			<p>course teachers who demonstrate a need for assistance in effectively implementing the use of common syllabi and pacing guides (DIFS, Dept. Chairs, CRT).</p> <ul style="list-style-type: none"> • Pacing guides and common syllabi available for review (DIFS, Dept. Chairs).
<ul style="list-style-type: none"> • 3.2.B. Provide professional development/training on developing and implementing the Learning Focused instructional model. 	Littlejohn	June 2008	<ul style="list-style-type: none"> • Professional development calendar and participant rosters will provide evidence of 2 training sessions by the end of first semester for all 9GR6 core teachers (Littlejohn). • After each session 9GR6 core teachers will complete an evaluation survey. The feedback information will be used to determine the need for additional staff development (CRT, DIFS). • In January 2009, unit plans of teachers will be evaluated bi-weekly to determine the effectiveness of the implementation of the Learning Focused model. A Unit plan rubric will be used to review the plans and to provide teachers with feedback (Littlejohn). • Bi-weekly observations will provide evidence that 9GR6 core teachers are utilizing the Learning Focus strategies in their instruction. District approved observation instruments will be used to document the observations and to provide feedback to the teachers (Talley, Banning, Holland, Lynch). • After training and 2 observations, core 9GR6 teachers who demonstrate effective use of the Learning Focused strategies will be placed on a monthly observation schedule (Talley, Banning, Holland, Lynch). • Weekly follow up sessions will be provided to the core 9GR6 teachers who demonstrate a need for assistance in effectively implementing the Learning Focused strategies (DIFS, CRT).
<ul style="list-style-type: none"> • 3.2.C. Provide professional development/training on planning and 	Lynch	October 2008	<ul style="list-style-type: none"> • Learning Focused training will provide instructional strategies for differentiation. See strategy 3.2.B for indicators for implementation (Littlejohn).

implementing differentiated instructional strategies to meet the achievement needs of each student as indicated by his/her test data.			
<ul style="list-style-type: none"> 3.2.D. Departments will meet monthly to identify at-risk students and to develop intervention strategies to increase passing rates. 	Banning	September 2008	<ul style="list-style-type: none"> Minutes of monthly meetings will specifically include: List of at-risk students Strategies for intervention (Department Chairs) A departmental quarterly summary report will provide passing rate data of the identified at-risk students (Department Chairs).
<ul style="list-style-type: none"> 3.2.E. Freshman academy teachers will meet weekly to identify at-risk students and to develop strategies to increase passing rates. 	Delaney	September 2008	<ul style="list-style-type: none"> Minutes of weekly meetings will specifically include: List of at-risk students Strategies for intervention (Delaney) An Academy quarterly summary report will provide passing rate data of the identified at-risk students (Delaney).
3.3 The school will establish the high expectation that all students will graduate within four years of beginning high school.			Semester graduation rate reports for each grade level will provide evidence of the effectiveness of this strategy.
<ul style="list-style-type: none"> 3.3.A. Teachers will review individual student goals and will monitor student progress toward those goals each grading period. 	Talley	September 2008	<ul style="list-style-type: none"> Guidance counselors will meet by the end of the first quarter with each 9GR6 student, set goals for graduation, and will keep folders of student goal sheets (Jones). Quarterly grade distribution will show evidence of progress (Jones). Teachers will assist 9GR6 students with analyzing their own transcripts to ensure credit accuracy. This meeting will occur in September 2008 (Jones).

<ul style="list-style-type: none"> 3.3.B. A freshman academy will be implemented to increase academic success of first-year high school students. 	Delaney	August 2008	<ul style="list-style-type: none"> Schedules distributed to first time freshman students will indicate freshmen academy classes (Jones). Quarterly grade distribution will show evidence of progress (Delaney).
<ul style="list-style-type: none"> 3.3.C. Provide training and implement data analysis tools to promote a focus on graduating within four years of beginning high school. 	Talley	August 2008	<ul style="list-style-type: none"> Professional development calendar and participant rosters will provide evidence of training (Littlejohn). 9GR reports will demonstrate use of data analysis (Guidance). Analysis of each student's graduation status report will ensure students are enrolled in courses need for graduation (Whole Faculty). All students have analyzed their own transcripts to ensure credit accuracy (Whole Faculty).
3.4 Literacy strategies will be emphasized across the curriculum to increase student achievement in reading and writing.			ELA HSAP and EOC benchmark data will provide evidence of the effectiveness of this strategy.
<ul style="list-style-type: none"> 3.4.A. Professional development will be provided on effective reading and writing strategies once each semester to all departments. 	Lynch	October 2008	<ul style="list-style-type: none"> Professional development calendar and participant rosters will provide evidence of 3 training sessions by the end of first semester for all 9GR6 core teachers (Littlejohn). After each session 9GR6 core teachers will complete an evaluation survey. The feedback information will be used to determine the need for additional staff development (CRT, DIFS). In January 2009, unit plans of teachers will be evaluated bi-weekly to determine the effectiveness of the implementation of the reading and writing strategies. A Unit plan rubric will be used to review the plans and to provide teachers with feedback (Littlejohn). Bi-weekly observations will provide evidence that 9GR6 core teachers are utilizing the reading and writing strategies in their instruction. District approved observation instruments will be used to

			<p>document the observations and to provide feedback to the teachers (Talley, Banning, Holland, Lynch).</p> <ul style="list-style-type: none"> • After training and 2 observations, core 9GR6 teachers who demonstrate effective use of the reading and writing strategies will be placed on a monthly observation schedule (Talley, Banning, Holland, Lynch). • Weekly follow up sessions will be provided to the core 9GR6 teachers who demonstrate a need for assistance in effectively implementing the reading and writing strategies (DIFS, CRT).
<ul style="list-style-type: none"> • 3.4.B. Sessions will be provided for teachers within each department for improving literacy strategies. 	Lynch	October 2008	<ul style="list-style-type: none"> • Professional development calendar and participant rosters will provide evidence of training (Littlejohn). • (see indicators in 3.4.A) • Written evidence (to be determined by departments) and observations will provide documentation of strategies incorporated in classes (DIFs, Dept. chairs).

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal’s Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1:

By implementing effective collaborative teams among the ELA and math teachers of first-attempt HSAP students that focus on best practices to improve achievement, 65% of the first-attempt HSAP students will meet the first-attempt benchmark target goal by April 1, 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
P1.1 Train the leadership team on scheduling for HSAP success.	Holland	April 2008	<ul style="list-style-type: none"> Agenda and roster will verify that the training occurred (Delaney).
P1.2 Operation Success (OS) HSAP ELA and math classes will be incorporated into the master schedule and first-attempt HASP students will be scheduled in common ELA and math classes.	Holland	July 2008	<ul style="list-style-type: none"> By January, FAH students will be assigned to classes that are appropriately challenging for their level of achievement. Schedule will demonstrate that OS and common HSAP ELA and Math Classes exist (Delaney). By January, class rosters will prove that FAH students have been scheduled in appropriate ELA and math classes (Delaney).
P1.3 Ensure that each strategy in FSRP Goal 1 is provided and effectively implemented.	Holland	June 2008 Ongoing	<ul style="list-style-type: none"> District staff development portal documentation and rosters will indicate that all professional development was provided and that FAH math and ELA teachers did attend (Littlejohn). Documentation of FSRP Goal 1 will provide evidence of this strategy (Lynch).

P1.4 Providing new and ongoing training for the leadership team to use student achievement data to identify the documented ability levels of all students and to ensure proper make-up of OS groups.	Holland	June 2008 Ongoing	<ul style="list-style-type: none"> • Single gender, group size, appropriate faculty leader, and appropriate lessons will demonstrate that data has been used to ensure proper make-up of OS groups (Littlejohn). • Time-line, meeting agendas, and meeting notes will show evidence of implementation (Banning).
P1.5 Ensure the logistics of Operation Success is properly orchestrated to maximize instruction.	Holland	July 2008	<ul style="list-style-type: none"> • By September, a logistical Operation Success Implementation timeline will provide evidence that the implementation process has formulated and scheduled for effective implementation (Banning). • Agendas and minutes of the Operation Success committee will document progress toward implementation (October – December) (Banning). • Schedule and lesson plans will provide evidence that Operation Success was implemented (January – April) (Littlejohn). • Weekly observations will provide evidence that OS teachers are providing effective instruction to each FAH student (Littlejohn). • HSAP Benchmarks will provide evidence of the effectiveness of the program (Lynch).
P1.6 Investigate and learn how to implement Total Quality Tools to increase student achievement.	Holland	June 2008	<ul style="list-style-type: none"> • An introductory meeting will be held to learn about the TQ Tools available. PAS-documentation will provide evidence that this strategy was completed (Holland).
P1.7 Develop and implement common course syllabi and pacing guides for teachers within common courses.	Holland	June 2008	<ul style="list-style-type: none"> • Teachers of like courses will meet to develop common course syllabi and pacing guides and implementation will begin at the start of school. Syllabi and pacing guides will document progress (Holland, Littlejohn). • Evidence collected in 3.2.A will provide evidence of implementation (DIF's and Dept. Chairs).

P1.8 Conduct staff development monthly to train teachers in best practices associated with collaborative teaming.	Holland	August 2008	<ul style="list-style-type: none"> • Collaborative HSAP teams will meet quarterly and collaborative EOCEP teams will meet bi-monthly to discuss student progress, review benchmark data, share differentiation strategies, learn about effective teaming strategies, and discuss reading and writing strategies. Agendas and the sign-in sheets will allow documentation to evidence implementation (Littlejohn). • Documentation of FSRP Goal 1 will provide evidence of this strategy (Lynch).
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2:

By implementing effective collaborative teams that focus on best instructional practices among the Algebra 1, English I, and Physical Science teachers, 75% of the EOC students will meet the EOC benchmark target goal by April1, 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
P2.1 Provide sessions on using assessment data to individualize instruction.	Holland	August 2008 Ongoing	<ul style="list-style-type: none"> Monthly session outcomes will focus on identifying students to promote proper remediation selection and achievement strategies. Teachers, parents, and students will conference to establish student goals and monitor progress. Based on level of student progress, adjustments will be made via afterschool care may occur, Operation Success (flexible) grouping may change, and future student course selection may be determined. Agendas, training logs and lesson plans will provide evidence that this strategy was accomplished (Littlejohn).
P2.2 Provide sessions on student goal setting conferencing.	Holland	August 2008 Ongoing	<ul style="list-style-type: none"> During the months of September, October, December, January, February, April and May student goal conferencing will occur. Student goals will allow students to determine what they need to achieve success in courses and graduation. Agendas, training logs and student completed goal setting forms will provided evidence that this strategy was accomplished (Talley).

P2.3 Provide opportunities for EOC teachers to have collaborative team meetings each month.	Holland	September 2008	<ul style="list-style-type: none"> • Bi- monthly agendas, minutes and rosters will provide evidence that these meetings occurred for EOCEP teachers to make adjustments to instructional plans and strategies based on data and discussions. (Math – Stofega, ELA—Cain, Science— Littlejohn, US History – Carmel). • Documentation of FSRP Goal 2 will provide evidence of this strategy (Lynch).
P2.4 Ensure that each strategy in FSRP Goal 2 is provided and effectively implemented.	Holland	June 2008 Ongoing	<ul style="list-style-type: none"> • District staff development portal documentation and rosters will indicate that all professional development was provided and that EOCEP math and ELA teachers did attend (Littlejohn). • Documentation of FSRP Goal 2 will provide evidence of this strategy (Lynch).
P2.5 Develop and implement common course syllabi and pacing guides for teachers within common courses	Holland	June 2008	<ul style="list-style-type: none"> • Teachers of like courses will meet to develop common course syllabi and pacing guides and implementation will begin at the start of school. Syllabi and pacing guides will document progress (Holland, Littlejohn). • Evidence collected in 3.2.A will provide evidence of implementation (DIF's and Department Chairs).
P2.6 Staff development to be held monthly to train teachers in best practices associated with collaborative teaming.	Holland	August 2008	<ul style="list-style-type: none"> • Collaborative teams will meet weekly to discuss student progress, review benchmark data, share differentiation strategies, learn about effective teaming strategies, and discuss reading and writing strategies. Agendas and the portal sign-in sheets will allow documentation to evidence implementation (Littlejohn). • Documentation of FSRP Goal 2 will provide evidence of this strategy (Lynch).
P2.7 Emphasized literacy and writing across the curriculum to increase student achievement in reading and writing.	Holland	October 2008	<ul style="list-style-type: none"> • Professional development based on reading and writing strategies will occur. Effective best strategies will be monitored. EOCEP benchmark data will provide evidence of the effectiveness of this strategy (Lynch).

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1:

By April 1, 2009, 100% of core content teachers will be given an opportunity to participate in a series of focused professional development opportunities to ensure that at least sixty-five percent (65%) of the First-Attempt-HSAP (FAH) students will demonstrate an achievement level of 76% or higher on each simulated USA Test Prep ELA and mathematics HSAP tests.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
D1.S.1 Provide training to teachers to use research-based instructional practices in reading and writing, such as Learning Focused.	Assoc. Supt. Dr. Kathy Howard	July 2008	<p>Teachers will continue to be trained in a comprehensive school-based model that provides balanced achievement using research-based strategies to support learning. The research-based strategies are best practices which are driven by a standards-based curriculum. Learning is organized into units of instruction. These best practice research practices include using:</p> <p>Essential Questions, Student Learning Maps, EATS, Summarizing Strategies, Accelerating and Previewing, Rubric Assessed Authentic Assignments, Teaching Higher Order Thinking Skills, and Differentiated Assignments.</p> <p>The school’s instructional coach has received endorsement from the Learning Focused company to serve as a trainer. However, each district level content consultant has also been trained and serves as a resource to the school and the coach.</p> <p>Follow-up will be based on use of new knowledge and skills in the classroom.</p> <p>Agendas, principal observations, training logs (Debbie Barron)</p>

D.1.S.2 Provide training in core content areas (ELA, Math, Science, Social Studies) for best practices (e.g., training and observations of teachers based on weak delivery of standards as cited by dept. chairs)	Assoc. Supt. Dr. Kathy Howard	July 2008	<p>Staff development training will enhance teachers' skills as they deliver curriculum in the classroom. Training will be delivered based on weaknesses found from local data analysis. Follow-up will be based on use of new knowledge and skills in the classroom.</p> <p>Agendas, principal observations, training logs (Dr. Kathy Howard)</p>
D.1.S.3 Train instructional coaches on effective use of assessments (Train the trainer).	Assoc. Supt. Dr. Kathy Howard	September 2008	<p>Instructional coaches will be trained on effective use of assessments in the classroom. The training will address appropriate forms of formal (summative) and informal (formative) assessment. They will also receive training to design assignments that meet specific learner interests, abilities, and learning styles (differentiated assessments). The instructional coach will return to the building and train teachers in small groups – both interdisciplinary teams and content based groups.</p> <p>Agendas, training logs (Dr. Kathy Howard)</p>
D.1.S.4 Provide training for teachers on differentiated instruction.	Assoc. Supt. Dr. Kathy Howard	July 2008	<p>The instructional coach will receive training at monthly Instructional Coach meetings on aspects of differentiated instruction. She will return to the school and train the staff through small groups – both interdisciplinary teams and content based groups. Training will specifically address issues of gender, collaborative grouping, learning styles, and skill level (as evidenced by RIT scores).</p> <p>Agendas, training logs (Dr. Kathy Howard)</p>
D.1.S.5 Provide professional development in the use of intervention strategies for at-risk students.	Assoc. Supt. Dr. Kathy Howard	July 2008	<p>Professional development opportunities in the Framework for Understanding Poverty will provide teachers with skills needed to enhance instruction in the classroom. In addition, it will provide them with strategies on effective classroom management and in building positive relationships with both students and parents as we work toward increasing student achievement.</p> <p>Follow-up will be based on use of new knowledge and skills in the classroom.</p> <p>Agendas, observations, training logs (Olivia Morris)</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2:

By April 1, 2009, 100% of appropriate school personnel will be given an opportunity to participate in data analysis and reporting professional development to ensure at least sixty-five percent (65%) of the First-Attempt-HSAP (FAH) students will demonstrate an achievement level of 76% or higher on each simulated USA Test Prep ELA and mathematics HSAP tests.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
D.2.S.1 Provide support to school administrators in utilizing MAP scores via Virtual Comparison Groups to make data-driven decisions.	Director Research - Dr. Jason McCreary	October 2008	<p>VCG reports will be presented used by school administrators to diagnose student and teacher areas of strength and deficiencies in ELA and math. Disaggregation will allow administrators to pinpoint which subgroups and students need additional support. Staff will learn how to determine if a program is effective, who begins the year at a higher or lower level, and which teachers create exceptional student growth or failure.</p> <p>Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data.</p> <p>School VCG reports and training agenda (Erin Tully and the Research Department)</p>
D.2.S.2 Provide support for core content teachers in disaggregating and analyzing data to make department-wide and classroom level instructional decisions.	Director Research - Dr. Jason McCreary	October 2008 36	<p>Dynamic Reporting Suite will be presented and used to simplify data analysis as a classroom tool to help quickly apply test scores to instructional planning and teaching. Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data.</p> <p>Agenda (April Hammond and the Research Department)</p>

D.2.S.3 Provide support for school administrators, instructional leadership teams, and counselors to analyze and interpret school data via Ease-e.	Director Research - Dr. Jason McCreary	January 2009	<p>Ease-e is a data warehouse that allows one to query on a variety of data points (student demographics, student attendance, test scores, etc.). Training will be based on the local school needs and requests for data and decisions. Since the product or warehouse we use is in transition, we will not be able to train until the second semester.</p> <p>Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data.</p> <p>School reports and Agenda (Maria Sarria and the Research Department)</p>
D.2.S.4 Provide assistance to principals to monitor progress and assess gaps in outcomes.	Assistant Superintendents of Schools – Drs. Meekins, Peake, and Rogers and Mr. Hamilton	October 2008	<p>Working with the principal and ERTL, ongoing discussions and data analysis monitoring around student and goal achievement will occur.</p> <p>Onsite follow-up will occur to determine progress on implementing strategies from each goal.</p> <p>Meeting agendas (Assistant Supts. Of Schools)</p>

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: *All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)*

High Schools That Work (HSTW): A school improvement initiative based on the conviction that most students can master rigorous studies when school leaders and teachers create an environment that encourage students to succeed. *HSTW* is the Southern Regional Education Board's (SREB) reform initiative established in 1987. Schools in the *HSTW* network implement 10 Key Practices for changing what is expected of students, what they are taught, and how they are taught. *HSTW* is now the major reform effort at more than 1200 sites in 32 states. (www.sreb.org; "High Schools That Work: Findings from the 1996 and 1998 Assessments," Pamela Frome, Research Triangle Institute, April, 2001)

Measures of Academic Progress (MAP): These are state-aligned computerized adaptive tests that accurately reflect the instructional level of individual students and measure each student's growth over time. MAP tests provide accurate results that can be used to identify skills and concepts previously learned, to diagnose instructional needs, to monitor academic growth over time, and to make data-driven decisions both at the classroom and school levels. (www.nwea.org; "Individual Growth and School Success," Martha S. McCall, G. Gage Kingsbury, Allan Olson, April, 2004)

APEX: A comprehensive online courseware system purchased by Greenville County. Designed for students in grades 6-12, APEX delivers thousands of hours of research and standards-based, interactive curriculum. The program is used to help students recover lost credits, to increase graduation rates, and reduce drop-out rates. (www.apexvs.com)

Portfolio Assessment System for Teachers (PAS-T): Teacher assessment program developed by Greenville County Schools. PAS-T is part of South Carolina's system for Assisting, Developing and Evaluating Professional Teaching. (ADEPT) The system addresses eight standards including content, instructional planning and delivery, assessment, learning environment, communication, professionalism, and student achievement. This model is based on research in teacher evaluation and teacher quality. The eighth standard, "Student Achievement," requires each teacher to write a student performance goal tied directly to academic achievement. (www.scteachers.org)

Operation Success: An initiative designed by Carolina High and Academy to bridge the achievement gaps of our students. Operation Success is a forty-five minute class period that meets on Tuesday's and Thursday's. The class size is determined by the achievement level and gender. Each faculty member is assigned a group according to their expertise and the group's needs. All groups are working on common lesson plans specifically designed for the individual achievement levels within those groups. The longitudinal HSAP students will be encouraged to attend CARE during the week to receive additional assistance.

Twilight High School Program: An option in Greenville County Schools for students who need an alternative setting. Twilight School is available to students age 16 or older; students may qualify based on academic reasons or as a result of individual family circumstances. Classes are available in English and math from 5:30 until 7:00 or from 7:30 until 9:00 Monday through Thursday. (www.greenville.k12.sc.us)